

NATIONAL ACADEMY OF SCIENCES

2101 CONSTITUTION AVENUE WASHINGTON, D. C. 20418

OFFICE OF THE PRESIDENT

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Dear Reader:

In 1984, when the National Academy of Sciences first distributed SCIENCE AND CREATIONISM: A VIEW FROM THE NATIONAL ACADEMY OF SCIENCES, my letter to the reader mentioned the seemingly unending question of whether science, creationism, or both should be taught in the science classroom. Three years later, the question has reached the level of a United States Supreme Court decision on a Louisiana law that calls for "balanced treatment."

In the face of this legal decision, the National Academy of Sciences is redistributing SCIENCE AND CREATIONISM to reaffirm its position that creationism is not science. To teach creationism and science as equally sound and valid alternative scientific theories is both misleading and inaccurate.

Our booklet describes the nature of scientific inquiry and its application to understanding the evolution of the universe and life on earth. We ask that you examine the findings, study the facts supporting the ideas, question the verifiability, and examine the predictive powers--all criteria at the heart of science. That is the ethos of science and scientists: questioning existing information; testing facts; discarding ideas that cannot be supported by what has been learned; and building on ideas that are supported.

Classroom science teachers do not teach the geography of a flat earth. Neither should they teach creationism.



Frank Press